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October 23-24 Concerts Will Offer Music of Brahms, Dutilleux, Mozart

The Juilliard String Quartet will perform in the Library's Coolidge Auditorium on Thursday and Friday evenings, October 23 and 24. The program both evenings will include Mozart's Quartet in B flat major, K. 458 ("The Hunt"), *Ainsi la Nuit* for string quartet by French composer Henri Dutilleux, and the Quartet in C minor, Op. 51, No. 1 by Brahms. The Juilliard String Quartet presented the first American performance of *Ainsi la Nuit* in the Coolidge Auditorium on April 13, 1978.

These concerts will be sponsored by the Gertrude Clark Whittall Foundation. Members of the Juilliard String Quartet—violinists Robert Mann and Earl Carlyss, violist Samuel Rhodes, and cellist Joel Krosnick—will use Stradivari instruments and Tourte bows presented to the Library of Congress by Mrs. Whittall.

Both concerts will begin at 8 p.m. Tickets will be distributed by Patrick Hayes, 1330 G. St. N.W. (Jordan-Kitt's), beginning at 8:30 a.m. on Monday, October 20. A service charge of 25 cents is placed on each ticket, and only two tickets will be distributed to an individual. Telephone reservations may be made on Monday morning by calling the Patrick Hayes box office at 393-4463. Mail orders are not accepted.

The Friday evening performance will be broadcast live by radio station WETA-FM and made available to stations in other cities through the Library's Katie and Walter Louchheim Fund.

Library Publishes Facsimile and Study of Las Casas Manuscript

Las Casas as a Bishop/Las Casas, Obispo, a recent publication of the Library of Congress, is a bilingual edition of the Library's Hans P. Kraus Collection Manuscript 139, part of his collection of Hispanic American Manuscripts housed in the Manuscript Division. Item

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No. 139, a letter written in 1544 by Fray Bartolomé de las Casas shortly before he left Spain to assume his duties as Bishop of Chiapas, Mexico, permits a re-examination of the bishop's entire episcopal interlude.

In Las Casas' handwriting, the letter is addressed to Emperor Charles V (Charles I of Spain) and reveals a great deal about the New World as seen by Las Casas. He requests certain powers and privileges for himself and his office and outlines the conditions that will enable him to succeed in his episcopal role. The marginal notations show the response of the Council of the Indies, the ruling body which acted for and with the Spanish king in matters concerning the New World.

Bartolomé de las Casas (1484-1566), a Spanish Dominican, is remembered as the champion of the Indians in the New World. His challenge to the racist and imperialist assumptions of the conquistadores and his emphasis on Christian teachings about the dignity of man and the defense of Indian culture as the equal of the European earned him the title of "Protector of the Indians." Las Casas was a prolific letter and treatise writer, whose major works included *Del único modo de atraer a todos los pueblos a la verdadera religión* (1537), *Apologética historia* (1550-1559), and *Historia de las Indias* (1527-64).

Controversy has flourished for four centuries over why Bartolomé de las Casas accepted a bishopric and how he supposedly failed at his episcopal duties, in Chiapas, in 1545-46. Opinions have varied from the bitter remarks of certain contemporaries in the 16th century, to the panegyrics of later monastic chroniclers, to criticisms, speculations, and defenses by scholars in our own time.

The Library's recent publication offers a new interpretation by Helen Rand Parish of this controversial episode. Her essay on the letters places it within the full context of La Casas' life and times. The petition reveals Las Casas' own plans for his bishopric and permits a review of his episcopal appointment based upon fresh data concerning circumstances, ideas, events, and persons. As Dr. Parish states, "the petition relates this new picture of Las Casas as a bishop to recent discoveries concerning his other ecclesiastical efforts, thereby illuminating a little known key area in his lifelong fight for the American Indians."

Las Casas as a Bishop contains a facsimile of the manuscript, with a transcription and an English translation of the Spanish text. The full title of the work is *Las Casas as a Bishop: A New Interpretation Based on His Holograph Petition in the Hans P. Kraus Collection of Hispanic American Manuscripts/Las Casas, Obispo: Una nueva interpretación a base de su petición autógrafa en la Colección Hans P. Kraus de Manuscritos Hispanoamericanos.* (ISBN 0-8444-0195-1). It is available for $14 from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 030-000-00116-8) or in person only from the Information Counter in the Visitor Services Center, Library of Congress Thomas Jefferson Building.

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Comparable institutions and organizations in other countries may arrange to receive the *Bulletin* on the exchange basis by applying in writing to the Library's Exchange and Gift Division. All other correspondence should be addressed to the LC *Information Bulletin*, Information Office, Library of Congress, Washington, D.C. 20540.

September 11 Folklife Concert Marked Premiere Performance

The Folklife Center's September 11 concert on the Neptune Plaza provided an unexpected opportunity for two groups to perform: the scheduled performers, Las Estrellas del Son, who began and ended the concert, and Roberto Borrell y Su Kubatá, who performed several rumbas during a brief intermission set.

Las Estrellas del Son is a group of Cuban and Dominican musicians, some of whom were born in the United States, others of whom have been here for some 15 to 35 years. The group's leader, Luis Salomé, formerly played bass with the Trio Matamoros and the Sonora Matansera. He is joined by Luis Gonzalez on trumpet and Alberto Martinez playing "tres" guitar. Camboy Estévez is the lead singer and rhythm guitarist for the group, and the percussionists are Roberto Borrell on conga, Rudy Morales on bongó, and Miguel Duran on the maracas.

Most members of the group play other styles of music at other times with other groups, but all of them have a special affection for the true *son*, a style of music that developed in the Cuban countryside during the 19th century and which became very popular in urban areas of the Caribbean in the 1920s and

Las Estrellas del Son

Roberto Borrell y Su Kubatá

1930s. *Son* combines a lyrical, brassy sound with strong rhythms. In the classic *son* style, the lead singer introduces the theme, played and sung in a relaxed, flowing style. The chorus is performed in a faster tempo; the lead singer improvises on the melody line and text, while other voices respond with phrases of the refrain. As the chorus progresses, the rhythm patterns laid down by the percussion section become more and more complex, while the voices and instruments interweave improvisational passages, until the song is cut off by an abrupt and dramatic conclusion.

The lyrics of some of the classic *son* pieces performed by Las Estrellas del Son, such as "Tu, Mi Afinidad," "Pinta Mi Caballo (Que Esta Atado en el Camino Real)," and "Manisero," reflect some of the customs and concerns of people from the Caribbean in the early years of this century: romance (an eternal song topic), horses waiting on the king's highway, and peanut vendors.

During the intermission, Las Estrellas del Son asked their friends who had just arrived from Cuba to play a few numbers. Led by Roberto Borrell, who recently joined Las Estrellas on conga, the other members of the Kubatá include Francisco Rigoris as lead singer, with Nelson Rodriguez and Hector Tavio providing the second voice. The Kubatá has four conga players: Roberto Borrell, Pedro Valdez, Ernesto Guerra, and Fernando Leobons; Roberto Batista also helps out on percussion and dances. The group met at Fort Chaffee in Arkansas, where they were sent just after arriving from Cuba. While some members of the group had performed together in Havana, the Library concert was the first time that Roberto Borrell y Su Kubatá had given a public performance in the United States, or indeed, had performed as a group.

They started their set with a traditional rumba called "Te Doy Mil Gracias" which is again about romance, in this case, the end of a romance. The rumba, one of the oldest song forms in the Caribbean, is performed exclusively by singers and drummers. The singing is quite stylized, with long pauses after each phrase to allow the haunting drum rhythms to resound. It is very rare to hear a classic rumba in this country, but if one does, the sounds immediately bring to mind the close ties that the Caribbean has felt with Africa through the generations.

Having captured the audience's attention with their unique sound, the Kubatá went on to perform a song they wrote in Arkansas in response to the circumstances and events now affecting their lives, "Somos Cubanos Libres."

The group closed the intermission set with "Perro Trabuco," a *columbia* from the Cuban countryside to which Roberto Batista performed a remarkably agile, rhythmic dance.

The concert was a special event partly because of the highly diverse styles of the *son* and the rumba. It was also made special by the generosity of Las Estrellas del Son, a group of established musicians, who turned over the stage to their fellow countrymen who had just arrived here. [*Brett Topping*]

U.S. Court of Appeals Issues Ruling Favorable to Library

On Friday, October 3, the U.S. Court of Appeals issued a ruling overturning a lower-court decision in 1978 that a former Library employee had been subject to discrimination and that required the Library to create a service to enable other employees to seek counsel in discrimination complaints. Congress has never approved an appropriation for such legal representation.

The former employee, Joslyn N. Williams, a copy-

right examiner, left the Library following discovery that he had falsified his educational record. Mr. Williams, who claimed to be a lawyer but had never graduated from law school or passed a bar exam, resigned in August 1972 after attempting to withdraw his resignation two days before its effective date, an action the Library refused to permit. Mr. Williams sued the Library, claiming that his civil rights had been violated because his separation was in retaliation for his criticisms of racial discrimination within the Library and his position of leadership among the Library's black employees. Judge Louis F. Oberdorfer's 1978 opinion ruled in Mr. Williams' favor but did not grant him any relief.

Last week's opinion of the Court of Appeals, written by Judge Malcolm R. Wilkey, states that the district court had uncovered "no act, word or deed hostile or discriminatory to Williams . . . prior to [the Library's] discovery of his career of complete deception." Judge Wilkey's finding was that neither Mr. Williams' accomplishments as a proponent of employee rights "nor the personal tragedy exemplified in [his] rise and fall . . . convert this unsuccessful masquerade" into a valid discrimination complaint. "An egregious record like this one hardly poses the ideal case for a whisper of a racial discrimination complaint, let alone an employment discrimination lawsuit," he wrote. U.S. Court of Appeals Judge Edward A. Tamm and Senior Judge David L. Bazelon joined Judge Wilkey in his decision.

Nineteenth-Century Manuscript Describes Russian Alaska

Across the map of the largest state of the United States there is a liberal representation of Russian names, sometimes in the original language—although presented in the Board on Geographic Names transcription—and at other times in translation. There are the Pribilof Islands, named for their discoverer Gerasim Pribilov, Gareloi Island, from the Russian word "goreloi" (burnt or burning) because of its volcano. There is Glory of Russia Cape, a translation of "Mys Slavy Rossii," and Mount St. Elias, from "Sviatoi Il'ii" on whose festal day it was discovered in 1741. The men who gave these names were daring and experienced seafarers and bold in their efforts to exploit the wealth of furs that lay in this new land, often at the cost of unforgivable harshness toward the natives. For almost seven full decades (1799-1867), the process of drawing profit from the area was controlled by an imperially chartered company, the Rossiisko-Amerikanskaia Kompaniia (Russian-American Company), that, like the British Hudson's Bay Company, had monopoly rights and power of government. Although the Russian venture ultimately failed, partly because of the difficulties of long supply lines that lay either across all of Siberia or by sea out of St. Petersburg and the Baltic, around the Horn, and up the whole Pacific coast of the Americas, it left, as the geographic names show, its imprint on the land, and, as increasingly active scholarship, both Soviet and American, has revealed, an impressive written record.

One of the most recent significant works to have come from the Soviet Union is *Russkaia Amerika v neopublikovannykh zapiskakh K. T. Khlebnikova* [Russian America in the unpublished notes of K. T. Khlebnikov] (Leningrad, "Nauka," 1979. [280] p., F907.K48 1979), compiled and with an introduction and commentary by R. G. Liapunova and S. G. Fedorova. Kirill Timofeevich Khlebnikov (1784-1838) first began his service in the North Pacific on the Kamchatka Peninsula as a boy of 16, where he acquired great practical experience with navigation and hunting, and, in his contacts with scholars and geographers, a solid theoretical background. It was not until 1817 that he first visited the American side of the Bering Straits, as a member of an expedition that had come round the Horn. In the next year Khlebnikov became the chief administrator of the Russian-American Company's trading posts in America, a position that gave him full knowledge of the company's operations, and that required him to enter into frequent and prolonged negotiations with the Mexican authorities in California, where the Russians had set up a post some tens of miles north of the Golden Gate. His many voyages from the main center of New Arkhangelsk (now Sitka) to the far flung and often lonely outposts of the Aleutians, to California, and to the mainland gave him, as his contemporaries recognized, a better knowledge of Russian America than anyone else, and he devoted much time and effort to compiling his notes.

After Khlebnikov left Alaska in 1832, returning via Pitcairn Island, Cape Horn, and Rio de Janeiro, he endeavored to have his notes published, but, partly because of critical remarks about imperial policy, this was not possible before his death. In 1861, as part of P. A. Tikhmenev's history of the Russian-American Company, parts I and VI did see print, but the remaining five parts rested in manuscript. The present volume presents these parts, with complete and careful notes, describing the geographic and human factors of four major regions of Alaska—Kodiak, Unalaska and the Alaska Peninsula, Atka and the adjacent islands, and the Pribilof Islands with sections of the mainland. There is much statistical information, both as to the volume and nature of the fur

trade and as to the numbers of people, Russian and native, involved. There is, for example, a statement about the annual cost—989 rubles—for the clothing and equipment of a school for 30 pupils opened in Unalaska in 1825. [It is hard to determine the equivalent of such a sum since the Russian monetary system was on a paper basis that fluctuated against silver, and Khlebnikov does not say which ruble is involved; however, a silver ruble was then approximately 75 cents in American currency.]

In many places it is clear that these notes are still in draft form, for there are omissions and abrupt shifts of subjects and point of view that show their unfinished nature. This factor, however, helps create an impression of validity and thoroughness. The editors have added many footnotes, noting variant readings among the existing manuscripts and identifying persons or places. There is a glossary of special terms, local or obsolescent words, a feature likely to be of value to American scholars interested in materials on Alaska in the Russian period, an index of geographic names, and indexes of ethnic and personal names. There is one folding map, taken from the second volume of Tikhmenev's history, published in 1863, that helps illustrate some of the geographical setting of Khlebnikov's account. Unfortunately there is no discoverable identification of the three very interesting drawings of Alaskan natives that illustrate the book jacket.

As a whole, this volume is not only a most commendable piece of research into a complicated subject, but also a worthwhile contribution to the history and ethnography of Alaska. A copy of the volume is available in the general collections. [*Robert V. Allen*]

APPENDIX

Literacy in Historical Perspective: A Conference Sponsored by the Center for the Book And the U.S. National Institute of Education

Library of Congress, July 14-15, 1980

by

John Y. Cole, Executive Director
The Center for the Book

How can historical research about literacy help contemporary policymakers? What kinds of research about literacy are needed? What motivates learning? Over 30 historians, educators, and government officials discussed these and related questions at a Center for the Book conference on "Literacy in Historical Perspective," held at the Library of Congress on July 14-15 and cosponsored by the U.S. National Institute of Education. Twelve papers and six commentaries were commissioned for the conference; the seven sessions, chaired by Daniel P. Resnick, professor of history at Carnegie-Mellon University, included brief summaries of the papers and lively discussions of their content and potential significance. This account describes the commissioned presentations, emphasizing common themes and general conclusions. The Library of Congress plans to publish a volume that will include the full texts of the major papers. Those wishing to be notified when the volume is available should write the Library of Congress, Center for the Book, Washington, D.C. 20540.

Daniel P. Resnick

I. The Spread of Literacy Prior to the Printing Press
Presentation: "Looking Back From the Invention of Printing" by Michael T. Clanchy, University of Glasgow
Comment: Elizabeth L. Eisenstein, University of Michigan

Instead of viewing printing as "the starting point of a new age," Michael T. Clanchy, author of *From Memory to Written Record: England 1066-1307* (1979), described it as "the endpoint or culmination of a millennium." He hypothesized that printing was "invented" in Europe in the 1450s because by that time Western Europe had "achieved a more vigorous literate culture than any previous civilization in the world including China." He next examined the elements of that literate culture to show how printing grew out of the medieval environment. Mr. Clanchy paid special attention to the 39 pieces of printing ascribed to the first decade of printing. These pieces were analyzed by function ("Sacred, Learned, Bureaucratic, and Vernacular Literacy"), functions which he felt reinforced each other. Printing, he maintained, emerged "not from a vacuum, but from a rich and complex culture which gave extraordinary prestige to the written word. In the earliest printed works, Gutenberg and his associates, out of commercial necessity, identified the chief features of medieval literate culture and aimed to reproduce them as exactly as possible," thus acknowledging "the achievements of a millennium of writing."

Elizabeth L. Eisenstein, author of *The Printing Press as an Agent of Change* (1979), commented on several points in Michael Clanchy's paper and raised issues that she felt were important for the conference as a whole. For example, she argued—contrary to statements in the papers by Mr. Clanchy and Harvey Graff—that there really is not any "common agreement among historians that we take the advent of printing as the common starting point for a new age." She explained there is a debate between those who see the 14th-century Renaissance in Italy and the 12th-century Renaissance in France as that starting point, but in recent times at least "printing has not figured in that debate." Furthermore, there is an aspect of the development of printing that should not be overlooked: printing "must be associated with

STAFF NEWS

Career Counseling Seminar To Be Held on October 15

The Staff Training and Development Office, as a part of its "One-Step-At-A-Time Career Counseling Program," is sponsoring a Career Development Seminar on Wednesday, October 15, at noon in the Whittall Pavilion. Deputy Librarian William J. Welsh will give a talk on "Current and Future Issues in LC."

The October meeting is the first in a projected monthly series of programs designed to broaden participants' knowledge of the Library as an educational institution and a work community. Other programs will include such diverse topics as the "History of the Library," "ALA in Overview," and "How to Complete an LW 16 Form."

All interested staff members are invited to attend, provided they have their supervisors' approval in the event the seminar exceeds the lunch period.

Training Catalog Goes to Press

The 1980-81 Library of Congress Catalog of Training Courses is now being printed and will be distributed in the near future. Because of cost limitations, copies of the catalog cannot be distributed to each staff member this year. They will be available in each department office, and every supervisor will receive a copy. The Affirmative Action, Staff Training and Development, and Women's Program Offices and labor organizations will also have catalogs for the use of staff members. A summary of the catalog, which includes course titles and dates, has been sent to all staff members.

The catalog lists courses scheduled for fiscal year 1981, gives course descriptions, dates courses will be given, and application procedures for in-house training.

Staff members are also urged to watch for course schedules in the LC *Information Bulletin*. Remaining courses to be offered in October, November, and December are as follows:

Course Title	*Starting Date*
Russian	10/20
Supervision and Group Performance	10/20
Overview of the Supervisor's Manual	10/21
French	11/3
Communication and Interviewing Techniques	11/3
Reading Improvement	11/3
Overview of the Supervisor's Manual (CRS)	11/3
The Foreign Language Dictionary	11/10
Transactional Analysis	11/12
EEO at LC	11/12
Fundamentals of Library Supervision	11/17
New Staff Orientation	11/18
"How To" for Administrative Assistants	12/1

Nominations for these classes are normally due in the Staff Training and Development Office three weeks before the course beginning date. For additional information call the office on ext. 76348.

Photoduplication Service Conducts Tours on Documentary Microfilming

On August 25, as part of a two-day course in documentary microfilming sponsored by the National Historical Publications and Records Commission (NHPRC), Carolyn Hoover Sung, assistant chief for bibliographic services, and Philip B. Kline, head, Special Services Section, Photoduplication Service, conducted tours of the Library's microfilm facilities. The tours featured demonstrations of planetary microfilm and microfiche camera work, the use of book cradles, special techniques for filming newspapers, quality control tests, and splicing methods. The session concluded with a visit to the Library's film vault, which holds master negatives of almost 250,000 reels of film produced and acquired by the Library since 1928.

The course is one of a continuing NHPRC series funded by the Andrew W. Mellon Foundation for the purpose of introducing archivists and editors of NHPRC-sponsored projects to the technical problems of filming manuscripts. Lucy Fisher West, archivist of Bryn Mawr College, and Peter Albert, associate editor of *The Papers of Samuel Gompers*, discussed the proper arrangement and targeting of collections and the creation of suitable guides and

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Joe will never *hear. But the dollars* you *give to CFC will provide this child with the next best thing—the training and equipment so he can learn to communicate through sign language. Your contribution will make a difference to Joe. Make his tomorrow a better one.*

indexes for different kinds of films, and John D. Knowlton, head, Preparation Section, Manuscript Division, described the Library's method of adapting finding aids for use with preservation microfilms.

The 20 participants included staff members of the American Institute of Physics, the Salvation Army, the National Council of Negro Women, the Corcoran Gallery of Art, the United Negro College Fund, Winterthur Museum, the University of Nebraska, and the Nebraska State Historical Society and editors of documentary projects on Emma Goldman (University of California at Berkeley), John Muir (University of the Pacific), Washington Matthews (Wheelwright Museum, Santa Fe), black abolitionists (Florida State University), and Panton Leslie & Co. (University of West Florida).

Talent Show Set for October 21

Classical, popular, spiritual, and jazz music will be heard at this year's Talent Show at noon on Tuesday, October 21, in the Coolidge Auditorium. Several dance numbers will also be performed, including Balinese and Middle Eastern dances.

Staff members wishing to use time exceeding the normal lunch period should consult their supervisors.

Staff Activities

Enikö Molná Basa, assistant editor in the Catalog Publication Division, **Gabriel Horchler,** subject cataloger in the Subject Cataloging Division, and **Judith Oroszlán,** assistant editor of the National Union Catalog Publication Project, attended a conference for Hungarian librarians from abroad held in Budapest, Hungary, from August 11 to 15. (A full account of the conference will appear in next week's LC *Information Bulletin.*)

Dr. Basa, her husband, and other participants from the Library of Congress were guests at a reception given by Ambassador Harry Bergold at his residence for diplomatic staff and Hungarian officials.

Following the conference, Dr. Basa gave a talk on automation in libraries and the Hungarian data base in Debrecen and Pécs.

John Y. Cole, executive director of the Center for the Book, spoke on September 25 at the annual conference of the Missouri Library Association. He described the activities of the Center for the Book in the Library of Congress and commented on the Missouri Library Association's proposed Missouri Center for the Book.

In a recent decision made by the President, managerial/supervisory positions (grades 13-15) at the Library of Congress have been excluded from the merit pay system provision of the Civil Service Reform Act of 1978. The action was requested by the Library and endorsed by the Office of Personnel Management since the Library is in the legislative branch of the Government and should make its own determination concerning participation in the merit pay system.

Pictured (opposite) are members of the Receiving and Shipping Divisions of the Library of Congress Office in New Delhi, shortly after they were presented a group award. Cash awards were granted to each staff member for clearing a mounting backlog of outgoing mail and at the same time implementing additional recordkeeping procedures on materials packaged each day. Shown standing (left to right) are Chitture K. Mani, chief of the Shipping Division; S. M. Sirajuddin; Manjit Singh Saini; Jerry R. James, field director; Catherine LaTour, administrative officer; Om P. Pachouri; Louis I. Dantas; Ashok K. Butani; Ved Parkash, chief, Receiving Division. Seated (left to right) are Nanak Chand, Babu Lal Verma, Abdul Oaiyoom; Ram C. Yadav.

Following the IFLA Congress held in Manila on August 24-30, **Margaret N. Coughlan,** reference specialist, and **Virginia Haviland,** chief, Children's Literature Center, traveled in China, visiting libraries and other centers of interest with the American Library Association China Study Group. On their return, they stopped in Honolulu to speak at a gathering sponsored by the School of Library and Information Sciences, University of Hawaii, and the Hawaiian Library Association.

Kathryn Haun, legal research analyst, and **Tao-tai Hsia,** chief, both of the Far Eastern Law Division, are the coauthors of "China's Joint Venture Law: Part 1," an article that appears in the first issue of *China Law Reporter,* a publication of the Committee on the People's Republic of China of the Section of International Law of the American Bar Association. Dr. Hsia is coeditor of the *Reporter* with Thomas J. Rasmussen, an attorney with the Washington law firm of Baker and McKenzie.

In the article, Dr. Hsia and Miss Haun present the first part of an analysis of the Joint Venture Law which China enacted in July 1979. In this analysis, they incorporate information gathered from a variety of sources, both English and Chinese, that shed light upon some of the law's more obscure or ambiguous provisions. *China Law Reporter* is to be a quarterly; subscription information can be obtained from the Division of Professional Service Activities, Section of International Law, American Bar Association, 1155 E. 60th St., Chicago, Ill. 60637.

Charles Whittier, analyst in American national government, Government Division, recently served as a panelist in a workshop on "Speechwriting in Washington" at Georgetown University. Other panel members for the workshop included speechwriters: Ervin Duggan, writer for President Lyndon Johnson; George Elliott III, former newsman and writer for several congressman; Jim Fallows, writer for President Jimmy Carter; and David Gergen, writer for Presidents Richard Nixon and Gerald Ford.

Personnel Changes

Appointments: Keelin Barry, reference clerk, GS-3, CRS EPW, NP; Marvin Myers, special policeman private, SP-7, Bldgs, 00468; Rosemary Kelly, editorial assistant, GS-5, CRS ENR, 00449; Michael Karie, processing assistant, GS-5, Share Cat, 00422.

Reappointments: Jeffrey Winter, mail clerk, GS-4, CS, 00574; Horace Smith, senior programmer, GS-12, ASO, 00499.

Promotion: Clemonce Hardy, Col Mgmt, to shelflister (trainee), GS-5, Subj Cat, 00466.

Transfers: Mildred Blake, Cat Mgmt, to book preparation assistant, GS-3, Preserv, 00021; Ronald Trice, Ser Rec, to library aid, GS-3, Ord, NP.

Resignations: Susanne Boehm, CRS EPW; Valencia Brown, Col Mgmt; Philippe duChateau, CRS ARS; Garland McElveen, Ser; James Morgan, CRS A; Karen Smith, Loan; William Weichsel, FRD.

Talk on Collections Development Office Scheduled for October 16

The Reference Information Exchange Group will meet to discuss the activities and programs of the Collections Development Office on Thursday, October 16, from noon to 1 p.m. in the Whittall Pavilion. John Finzi, collections development officer, and other members of the Collections Development Office will lead the forum.

Staff members may choose to attend on their lunch periods, but any additional time requires advance supervisory approval based on workload determinations.

Late October Events

Thursday, October 16, and Friday, October 17

The Juilliard String Quartet and Ronald Roseman on the oboe will perform works by Britten, Bloch, and Mozart. In the Coolidge Auditorium at 8 p.m. A limited number of tickets will be distributed free to staff members through the WRA Office beginning the preceding Friday. Tickets are also distributed through Patrick Hayes, 1330 G St. N.W., beginning at 8:30 a.m. on Monday of that week.

Tuesday, October 21

A poetry reading with Michael McClure and Ira Sadoff. In the Coolidge Auditorium at 8 p.m. No tickets are required.

Wednesday, October 22

"From Bibliothèque de Roi to World Information System: The National Library in Historical Perspective" is the subject of a lecture to be given by Ian Willison, head of the Rare Book Collections at the British Library. In the Coolidge Auditorium at 8 p.m. No tickets are required.

Thursday, October 23, and Friday, October 24

The Juilliard String Quartet in a performance of Brahms, Dutilleux, and Mozart. In the Coolidge Auditorium at 8 p.m. Ticket information given above.

Friday, October 30

The National Gallery Strings under the direction of Richard Bales will perform works by Bales, Bloch, and Stravinsky. In the Coolidge Auditorium at 8 p.m. For tickets, call the Music Division on ext. 75502.

Staff members who wish to attend programs or other events taking place during their normal working hours should consult their supervisors.

mystification as well as with enlightenment and with obscurantism as well as with civilization." For example, "we don't understand the nature of modern literacy until we come to terms with the fact that both sides of the Scopes trial in the 20th century represent aspects of modern print culture." Professor Eisenstein also felt that conference participants needed to keep in mind the difference between thinking about a shift from oral culture to literate culture and a shift from one kind of literate culture to another kind of literate culture." It is the latter shift that most often has been neglected by printing and social historians.

II. The Growth of Literacy in Early Modern England and America

Presentations: "The Utility of Literacy in 17th-Century England and New England" by David Cressy, Claremont Graduate School

"Literacy and Age in Pre-Industrial England: Some Quantitative Evidence" by David W. Galenson, California Institute of Technology

"Literacy Development in its Social Context: The Early Modern English Experience" by Thomas W. Laqueur, University of California at Berkeley

David Cressy's paper introduced some of the themes dealt with in his *Literacy and the Social Order: Reading and Writing in Tudor and Stuart England* (1980), especially the argument that literacy was primarily an environmental response. In his view, the tendency was for literacy to be "present where it was needed and absent where it was not," with the level of economic development probably serving as the most influential determinant. In the pluralistic environment of the pre-industrial world, people for the most part "were comfortable with or without literate skills," and most of 17th-century cultural life "was not strictly oral or literate, but a combination of both." In reviewing his own research for "lessons" for contemporary policymakers, Mr. Cressy emphasized that "illiteracy is not a disease, to be eradicated like yellow fever, but rather it is a complex cultural condition linked to expectations and circumstances and rooted in the environment . . . . Literacy will flourish where those who are offered it are aware of and can experience its benefits."

Economist David W. Galenson presented a quantitative study of the extent and significance of literacy among two groups of English men and women of the 17th and 18th centuries. His results generally confirmed those of other studies of literacy in pre-industrial England indicating that, with other things equal, men were more literate than women and that there was a positive correlation between the ability to sign and possession of a skilled occupation and residence in London. His results also indicated, however, a strong positive association between an individual's age and the ability to sign. This finding called into question the "assumption of some earlier investigations that the ability to sign was normally acquired in school, and [pointed] to the possible quantitative importance of informal education in pre-industrial England."

The need for historians to explore more intensely "the social and cultural contexts of reading, of writing, and of print" was emphasized by Thomas W. Laqueur. He argued that "literacy must be seen as a product not simply of schooling or of opportunities for elementary eduation, but as the result of a culturally defined need to be able to read or write." A "theory of literacy" must be, in large measure, "a theory of the meaning of what is learned in the lives of boys and girls and men and women." He discussed the first steps that historians need to take toward developing a "cultural ecology" of literacy, which he defined as "the historical study of the interrelationship of reading and writing with culture." Five areas of study show special promise: politics and literacy, religion and literacy, the effect of changes in social structure and mobility on literacy, the parameters of the rise or fall of literacy in different kinds of cities, and the effect of changing economic structures on literacy.

Luncheon Address: "Policy Research for Literacy Development: A Perspective from NIE" by Ramsay Selden, literacy team leader, U.S. National Institute of Education

Ramsay Selden outlined the research interests of the National Institute of Education in literacy development and introduced, for further discussion, three policy issues now confronting American education that would benefit from additional historical research: literacy and employability, multiculturalism, and the changing demands of literacy as a social function.

The Center for the Book has published two works that deal with literacy and reading:

Television, the Book, and the Classroom (1978, 128 p.)

Reading in America (1979, 98 p.)

Each may be ordered prepaid for $4.95 (postage included) from the Library of Congress, Information Office, Washington, D.C. 20540.

Ramsay Selden

With regard to literacy and employability, Mr. Selden emphasized the enormous challenge facing the schools in improving reading and writing skills that would enhance employability and productivity—a specialized, job-related approach that "conflicts radically" with traditional educational approaches. Research is needed to help answer several questions. How is literacy involved in work? What are the literacy skills required for specific tasks? Historically, how have employers used literacy skills either to establish criteria for job performance or to select and screen employees? How can these skills be taught and how can the schools become more effective in teaching them?

The shift of American society from a "melting pot" to a "multicultural" society presents further challenges to the schools. Issues include bilingual education in communities with differing educational systems and goals, the recruitment and training of language teachers, curriculum design, and meeting different state requirements for bilingual instructional programs. Educators need more information about the enormous differences in literacy skills among single-language groups and the evolving cultural values and traditions affecting both English- and native-language literacy programs.

Finally, the schools need assistance in adjusting their goals to meet the changing demands of literacy as a social function. Competency-based education, which introduces students to functional tasks such as reading street signs and writing checks, differs fundamentally from traditional academic reading and writing tasks. The area of literacy measurement is a difficult one, and there are still "incredible problems" with the use of functional literacy indexes. A richer understanding of how literacy operates for individuals who represent a variety of circumstances and backgrounds is needed, along with research about the changes in literacy demands brought on by computers, information processing technology, television, teletext, and by the "volumes of print" now required to manage one's financial affairs and to comply with regulations and legal requirements.

III. Literates and Illiterates in 18th- and 19th-Century America
Presentations: "Cultural Location and Reading Tastes in New England, 1770-1830" by William J. Gilmore, NEH fellow, American Antiquarian Society
"Illiterate Americans and 19th-Century Courts: The Meaning of Literacy" by Edward Stevens, Ohio University
Comment: Carl Kaestle, University of Wisconsin

William J. Gilmore felt that more historical studies of the "acquisition and retention of knowledge" and of print culture itself are needed to help both historians and policymakers understand "the rise, course, and resolution of major policy issues." His own study analyzed the acquisition and retention of knowledge in the form of reading habits and patterns in the upper Connecticut River Valley from 1787 to 1830. Nine townships in the Winsor District were examined. In general, Mr. Gilmore maintained that four major sets of cultural conditions shape the total stock of knowledge—occupation, wealth, community type, and placement within a society's communications system. Distinctive reading habits and patterns were found among different cultural groups in the Winsor District in conjunction with combinations of these four sets of conditions. Furthermore, within each combination of conditions, the author characterized types of household libraries (which were influenced mostly by occupation and ease of access to printed materials) and then, more specifically, "the kinds of knowledge about the world" found in rural New England on the eve of the Industrial Revolution.

The "relatively unexploited data base of case law" was used by Edward Stevens to study "the problem of the meanings of literacy and the consequences of those meanings" in 19th-century America. He focused on two topics: illiteracy and the "marginal" person (in his relation to the "social mainstream") and the relationships of illiterates to contractual agreements. He examined marginality by exploring cases involving the legitimacy of the mark, illiterate witnesses, and juror competency. Mr. Stevens tentatively concluded that many illiterate persons were **not** relegated to a marginal position simply by virtue of their having been illiterate. Furthermore, in general the courts held that "illiteracy was a disability akin to blindness, but not debilitating in terms of a native capacity to

understand." Regarding illiterates and contractual relations, Mr. Stevens' hypothesis was that shifts in concepts of contract law between the 18th and 19th centuries "increasingly put the illiterate person at a disadvantage relative to a literate person."

In his comment, Carl Kaestle compared the differing approaches used by Mr. Gilmore and Mr. Stevens and posed questions that led to further elaboration by each speaker. His concern with Mr. Gilmore's paper focused on the need to continue development of "cultural location" as a model (For example, how does a household get assigned to a cultural location?) and on the meaningfulness of book ownership as a literacy index. Mr. Kaestle's questions for Mr. Stevens concentrated on the limits of legal evidence about illiteracy. He asked, for example, if there were more cases that would reveal more information about the daily lives and problems of illiterates? Also, "are legal sources excellent because they are available when little else relevant to literacy or illiteracy is . . . [or] because they reveal activities that affect a large number of people in important ways?"

IV. Schooling and Non-Schooling: Social and Cultural Perspectives
Presentations: "Parental Illiteracy, Family Size and Educational Attainment in Providence, Rhode Island 1880-1900" by Joel Perlman, Harvard University
"Literacy and Schooling in Subordinate Cultures" by John Ogbu, University of California at Berkeley
Comment: Joseph Kett, University of Virginia

Using census records as his major source, Joel Perlman examined the extent to which families in Providence, R.I., with both literate and illiterate family heads, differed in family size and secondary school enrollment patterns. The period covered was 1880-1900, and the families studied came from the same social class and ethnic group. The Providence case study is part of a large study concerned with the relationship between education and urban social structure at the turn of the century. The Providence data seemed to indicate that once the family head's occupation and ethnicity had been taken into account, parental illiteracy was not very important in explaining either family size or secondary school enrollment. Mr. Perlman concluded his paper with a closer look at parental illiteracy and children's schooling among Providence's Irish population and a discussion "of the reasons why in some contexts parental literacy might be an important clue to patterns of children's schooling even if it appears to have only a trivial impact on schooling independent of class and ethnicity."

Why does a disproportionate number of black children fail in school? Anthropologist John Ogbu examined this problem from the standpoint of cultural ecology—"a framework which enables us to study the connections between what is going on inside the school and classroom" and societal forces (for example, economic patterns and opportunities) that determine what is taught and learned in the schools. He argued against the commonly held view that the disproportionate rate of failure of black school children is because they come from an oral culture; instead he emphasized the different perceptions of schooling held by blacks and whites. He briefly reviewed the efforts made since the 1960s to improve black schooling and academic achievement, but noted that most of the programs "are essentially remedial or rehabilitative in strategy, often based on misconceptions of the underlying causes of black school problems." He urged a new strategy for the future, a strategy that will simultaneously consider "(1) the economic realities or opportunity structure of blacks as a root-cause, not a consequence of the school failure and literacy problem; (2) both the gross and subtle mechanisms which differentiate black schooling from white schooling within the operation of the schools; and (3) black perceptions and 'adaptive' responses, including the problem of mistrust and conflict between blacks and the schools."

Joseph Kett pointed out that while Joel Perlman's paper was concerned with the census definition of literacy, success stories, and the positive influence of parental literacy, John Ogbu's concentrated on the functional definition of literacy, failure to perform, and the social and economic milieu in which the school failure occurs. He brought up the subject of numeracy (the ability to count and do basic calculations), pointing out that most of the discussions at the conference had been about reading and writing and not numeracy—a situation he hoped would change. He questioned whether blacks' attitudes toward schooling had always been as antagonistic as portrayed by Mr. Ogbu ("has not that attitude fluctuated?") but felt his overall hypothesis was a valuable one even though it needed further testing. Mr. Perlman's interesting argument suggested that "the rise of secondary schooling may not have been a secretion of the advanced stages of late 19th-century industrial growth, but instead a more or less logical outgrowth of educational changes which had been in motion since the second quarter of the 19th century."

V. Reading Instruction: An Historical Perspective
Presentation: "Reading Instruction in the Early American Republic: The Spelling Book and Its Critics" by E. Jennifer Monaghan, Brooklyn College

Comments: Richard Venezky, Unidel professor of educational studies, University of Delaware
Ernst Z. Rothkopf, head, Learning and Instruction Research Department, Bell Laboratories

E. Jennifer Monaghan described how the early reform movement in American education affected reading instruction, focusing on the changing role of the spelling book. She outlined the early importance of the speller in teaching reading in the schools, maintaining that at least from the middle of the 18th century onwards it was more important than the *New England Primer*. The spelling method, which emphasized memorizing words before reading actually began, reflected a particular view of the child—a view that began to change between 1820 and 1840 when the precepts of the educational reformer Pestalozzi became influential. The new "child-centered" view took much greater account of the child himself in the educational process, and reformers sharply criticized the spelling (or alphabetical) method of reading instruction as an approach devoid of meaning for the child. The publication of McGuffey's *First Eclectic Reader* in 1836, according to the speaker, marked a major change both in the direction of American education and in reading instruction. "In striking contrast to the lists of words in the spellers," the McGuffey readers gave the child "real content," for he met "only words whose meaning was already familiar to him" and he immediately confronted "real stories." Her paper also traced the reaction of Noah Webster, author of the *American Spelling Book*, to these events, and found that the revolution in American reading instruction "was one of the few events that occurred within his lifetime that Webster did not fully grasp."

E. Jennifer Monaghan

Richard Venezky presented a cogent review of the changes in the methods of teaching reading and in the content of readers that have taken place from the time of Noah Webster until today, emphasizing the effect of these changes on literacy in the United States. His hypothesis was that schools historically have been weak and rather passive forces and never themselves have been "in the forefront of educational change." The changes that have taken place in schooling, in the readers, and in literary training have been generated outside the school, especially in the home, the church, and the workplace.

Addressing himself primarily to members of the audience who were not reading specialists, Ernst Rothkopf gave a brief talk about "reading and cognitive processes," summarizing what experimental psychologists know about the nature of reading. He concluded by speculating about two related subjects that historians of literacy "ought to take into account": whether the frequency distribution of words that people encounter plays as critical a role in understanding spoken language as it does in understanding written language and what role the "word distribution problem" might have played in the development of fiction.

VI. Popular Education in Russia and China: Problems of Mass Education
Presentations: "Functional Literacy in 19th-Century China" by Evelyn S. Rawski, Hoover Institution
"Elite Perceptions and Popular Demands: Primary Education in Tsarist Russia, 1864-1914" by Ben Eklof, Indiana University
Comment: Patrick J. Harrigan, University of Waterloo, Canada

In her recent studies, Evelyn Rawski has concluded "that from 30 to 45 percent of Chinese males attended schools in the late 19th century and possessed fundamental literacy skills." Most of her conference paper was devoted to explaining why "this relatively high rate" of literacy prevailed. The answer was found largely in the Chinese cultural environment, which Professor Rawski often compared and contrasted to the western cultural and educational environment. Important factors included a "profound reverence" for schooling, considerable rewards

for literacy skills in scholarship and official administrative work, as well as in everyday life; a dependence on written communication at all levels of society; the honoring of teaching as a respectable occupation; and the availability of cheap books. By the Ch'ing dynasty (1644-1911), "primers, Confucian texts, and other educational aids existed in great profusion [and] . . . there is no doubt that mass printing helped expand the base of literacy in Ch'ing society." Furthermore, "because ties to native place kept Chinese elites returning to rural villages, and since the elite curriculum was well defined, there was an integrated curriculum throughout the empire and a demand for schooling in rural as well as in urban places."

Ben Eklof challenged prevailing scholarly interpretations of Russian education by emphasizing the 1890s (rather than the two previous decades) as the period when the Russian governmental elite gave primary education a top priority and by "expunging the myth of peasant inertia" in the educational system. After examining the treatment of the Russian primary school system by other historians and tracing changes in governmental attitudes toward primary education, he assessed "the available evidence on literacy and the impact of the school system on rural society" with particular concern for "peasant attitudes and stategies." While overall literacy rates and enrollments increased, the amount of time spent in school remained small; as late as 1914, fewer than 10 percent of the school-age children completed a three-year course. Furthermore, statistical evidence suggested "that those who completed the basic program, and perhaps too those who stayed only a year or two, were coming away with the reading and writing skills necessary foi survival, not mobility in an intact peasant society." Therefore, Mr. Eklof concluded, "there is reason to suspect that the peasants' strategy for their children was one of gaining the tools of literacy and numeracy while minimizing the impact of the school system as a whole."

In his comment, Patrick J. Harrigan discussed three topics addressed by both Evelyn Rawski and Ben Eklof: levels of literacy and education, the stimuli for literacy or schooling within a culture, and the impact of schooling on recipients and on their culture. He examined the different approaches taken by each of the authors, compared what appeared to be happening in China and Russia with what was happening in France, and discussed the role of government incentive toward literacy in all three countries, pointing out that it seems clear that in each nation "the masses sought instruction for reasons other than those proposed by contemporary educators, government officials, and educators." He also noted that the topic of female literacy was one that "seems worthy of intensive comparative research."

VII. Reflections on the Western Literacy Experience

Presentation: "The Legacies of Literacy: Continuities and Contradictions in Western Society and Culture" by Harvey J. Graff, the Newberry Library and the University of Texas at Dallas

Harvey J. Graff, author of *The Literacy Myth: Literacy and Social Structure in the Nineteenth-Century City* (1979), drew on his current work toward a major interpretive history of literacy in the western world to present some final observations and arguments. Literacy, he concluded, is "profoundly misunderstood." Its proper study and interpretation require three tasks: a consistent definition, an appreciation of the theoretical complications presented by the subject, and closer attention to its historical contexts—for instance, how, when, where, why, and to whom literacy was transmitted, and the meanings and uses of literacy in specific situations. He urged a rethinking of the meaning of literacy and its history "that emphasizes continuities and contradictions in the history of western society and culture," citing the need for more work on the role of traditions and legacies, the relationship between oral and literate traditions, the link between literacy and religion, and the relationships between literacy and the processes of economic and social development.

Because of his belief that the proper study of the historical experience of literacy has much to tell us "relevant to policy analysis and policy making," Mr. Graff concluded by discussing the possible policy implications of recent research findings. For example, he pointed out that the history of literacy shows clearly "that there is no **one** path destined to succeed in the achievement of mass literacy . . . . A simple, linear, modernization model of literacy as prerequisite for development" simply will not suffice. Furthermore, historical research shows a significant disparity between high levels of the possession of literacy skills and the usefulness of these skills—"qualitative abilities cannot be deduced simply or directly from the quantitative levels of literacy diffusion." This evidence places the often asserted "contemporary decline of literacy" in a new context, "raising the possibility that it may be much less of a major decline than we have been told."

The conference concluded with a wide-ranging discussion, chaired by Daniel P. Resnick, on "The Public Agenda for Literacy Research."

Lester Asheim

Participants Other Than Speakers

Lester Asheim, professor of library science, University of North Carolina at Chapel Hill

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